Quality Assurance

Masters, Postgraduate Diploma, Postgraduate Certificate in Rheumatology Practice

Programme Specification: Postgraduate 2017 - 2018

Information for students: the programme specification is the definitive document summarising the structure and content of your degree programme. It is reviewed and updated every year as part of Keele’s Curriculum Annual Review and Development process. The document aims to clarify to potential and current students what you can expect from the study of the subject over the course of your programme.

<table>
<thead>
<tr>
<th>Names of programme(s):</th>
<th>MSc Rheumatology Practice</th>
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<tbody>
<tr>
<td></td>
<td>Postgraduate Diploma Rheumatology Practice</td>
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<tr>
<td></td>
<td>Postgraduate Certificate Rheumatology Practice</td>
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<tr>
<td>Mode of study:</td>
<td>Part time</td>
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<tr>
<td>Framework of Higher Education Qualification</td>
<td>Level 7</td>
</tr>
<tr>
<td>(FHEQ) level of final award:</td>
<td></td>
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<tr>
<td>Duration:</td>
<td>Available on a modular basis, normally completed within 5 years.</td>
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<tr>
<td></td>
<td>Available part-time basis, normally completed over 3 years.</td>
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Details of professional, statutory and regulatory body (PSRB) (If appropriate):
http://www.keele.ac.uk/qa/professionalstatutoryregulatorybodies/

http://www.nmc.org.uk/standards/

External Examiner(s) names: http://www.keele.ac.uk/qa/externalexaminers/
1. What is the philosophy of the Programme?

People with musculoskeletal conditions need a wide range of high quality support and treatment from simple advice to highly technical, specialised medical and surgical treatment across many specialities for example, rheumatology, orthopaedics, pain clinics and community based social services (DH 2006). There has been guidance from NICE regarding the management of people with Rheumatoid Arthritis (RA, 2009) and Osteoarthritis (OA, 2008). The implementation of these guidelines will be influenced by the knowledge and skills of nurses and allied health professionals.

The NICE guidelines for adults with rheumatoid arthritis recommend that all patients should have access to a multi-disciplinary team to provide the opportunity for periodic assessments of the effects of the condition on everyday activities, mobility, mood, ability to work and the impact on social and leisure activities (NICE 2009). Whilst the OA guidelines state that the core interventions for people with this condition include education, exercise, weight management and the use of simple analgesia such as paracetamol. Consequently, we need to ensure that rheumatology nurses and AHPs have the required clinical skills to implement these guidelines.

This programme will enable experienced clinical nurses and allied health professionals to manage the ongoing care of people with rheumatoid arthritis and other musculoskeletal conditions. This will include the interpretation of haematological, biochemical and radiological investigations as well as making and receiving referrals from a host of colleagues in secondary and community care settings. In accordance with current health policy, the course will also develop clinical leadership skills.

The policy document NHS Next Stage Review: A High Quality Workforce (DH 2008) and the recent report by the Prime Minister’s Commission: Front Line Care (2010) emphasise that professionals must be positioned for success in leadership, management, research and educational roles. Critical to this, is that education curricula and training programmes be integrally linked into current and emerging models of care and scientific and technological advances. In this way, practitioners will be able to acquire the new capabilities and skills in order to respond to the patients’ expectations in a variety of care settings.

The programme aims to enable students to:

1) Demonstrate the capacity for critical enquiry, analysis, and application of knowledge in their practice and to support innovations in health and social care

2) Engage in effective clinical musculoskeletal examination.

3) Demonstrate the use and effect of medicines, and make decisions on drug administration based on research evidence.

4) Demonstrate the interplay between psycho-social issues and patient functioning, and develop assessment and management strategies that address these issues.

5) Promote the knowledge and skills required to be an effective clinical leader.

6) Engage in the research process and contribute to research within their practice.

7) Promote and enhance their skills in critical reflection, evaluation, professional decision making and leadership to inform best practice.

8) Promote effective collaborative, interdisciplinary and interagency working practices.
The programme will combine conceptual, theoretical and practical approaches to the study of rheumatology and musculoskeletal conditions and provide the opportunity for the student to develop skills and expertise to an advanced level.

The programme aims to meet the generic statement of outcomes set out in the qualification descriptor within *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ) (QAA 2008) [www.qaa.ac.uk/academicinfrastructure/FHEQ](http://www.qaa.ac.uk/academicinfrastructure/FHEQ)

The goal is that graduates on completing the programme will typically have the following characteristics:

1) Subject-specific attributes

   a. An in-depth knowledge and understanding of their speciality, informed by current practice, scholarship and research, including a critical awareness of current issues and developments in the subject and the profession;

   b. The ability to apply research to professional situations, both practical and theoretical;

   c. The ability to use a range of techniques and research methods applicable to the professional activities.

2) Generic attributes

   a. A range of generic abilities and skills that include the ability to:

   b. Use initiative and take responsibility;

   c. Solve problems in creative and innovative ways;

   d. Make decisions in challenging situations;

   e. Continue to learn independently and develop professionally;

   f. Communicate effectively, with colleagues and a wider audience, in a variety of media.

The main themes of the programme, which are embedded within specific modules, will focus upon: leadership and clinical management, evidence-based practice, research and professional role development.

Keele University is committed to developing graduates who demonstrate the ten Keele Graduate Attributes (see [http://www.keele.ac.uk/distinctive/keelesgraduateattributes/](http://www.keele.ac.uk/distinctive/keelesgraduateattributes/)).

**Keele Graduate Attributes**

Engagement with this programme will enable you to further develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Whilst you will undoubtedly have already developed these skills and abilities to varying degrees, such existing capabilities can always be deepened and enriched. Our educational programme and learning environment is designed to help you to develop further as a well-rounded postgraduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in during and after your studies at Keele.
Please refer to the programme webpages for a statement of how you can achieve the Keele Graduate Attributes through full engagement in the programme and other educational opportunities at Keele.

2. How is the Programme taught?
The main academic venue for this course will be the Staffordshire Rheumatology Centre at the Haywood Hospital. Some elements of the course may involve working with patients at the Haywood Hospital (e.g. clinical assessment). Modules will be taught through a mixture of lectures, interactive tutorials, problems-based learning, workshops, formal presentations and guided study. For the clinical examination and assessment module, lecturers have been involved in designing an interactive computer package to support home-based learning. Written handouts and visual aids will be used throughout the course.

All students will be required to undertake a period of private study, equivalent to an average of eight hours a week. Course preparation and study for assessment requirements will be made explicit throughout.

3. What is the Structure of the Programme?
The Postgraduate Diploma is designed to be undertaken by part time students over a two year period with the dissertation being completed in the third year. Students will be attending the course will run over a number of short intensive blocks, each lasting two to five days. This pattern of teaching is compatible with sponsorship, enabling release from full-time employment to be managed whilst maintaining a full clinical role and providing protected time, outside direct teaching contact time, or paid work, for students’ private study. It has also been evaluated positively by those students whose geographical location is distant to the delivery centre.

It is proposed that successful completion of assessed work from the taught component will lead to students being awarded a Diploma. Subject to successful completion of the taught course element, candidates may proceed to an MSc by means of a dissertation on a piece of research or a project on a topic of the student’s choice, arising from issues raised during the course.

Students can exit the programme with a Postgraduate Certificate consisting of 60 credits which must include a physical assessment module (15 credits), drug therapy (30 credits) and another 15 credit module from the pathway.

<table>
<thead>
<tr>
<th>Core Modules Postgraduate Diploma 120 Credits</th>
<th>Core Modules MSc 180 Credits</th>
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<tbody>
<tr>
<td><strong>An Introduction to Clinical Effectiveness (NUR-40039)</strong> 15 Credits</td>
<td>✓</td>
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<tr>
<td><strong>Physical Assessment in Rheumatology practice 1 (NUR-40044)</strong> 15 Credits</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Drug Therapy in Rheumatology Practice (NUR-40064)</strong> 30 Credits</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Psychological and Social Aspects of Care (NUR-40040)</strong> 15 Credits</td>
<td>✓</td>
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<tr>
<td><strong>Clinical Leadership (NUR-40042)</strong> 15 Credits</td>
<td>✓</td>
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<tr>
<td><strong>Physical Assessment in Rheumatology Practice 2 (NUR-40038)</strong></td>
<td>✓</td>
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or
Principles and Practice of Joint and Soft Tissue Injections (PTY40015). Both 15 Credits each.

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<thead>
<tr>
<th>Research for Health Professionals (NUR-40043) 15 Credits</th>
<th>✓</th>
<th>✓</th>
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<tbody>
<tr>
<td>Dissertation (NUR-40019) 60 Credits</td>
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A summary of the modules is provided below.

### STRUCTURE OF COURSE (Year 1)

<table>
<thead>
<tr>
<th>Module Status</th>
<th>Module Title</th>
<th>Pre-requisites and Module Overview</th>
<th>Semester and Year</th>
<th>Level and Credits</th>
<th>Module Pass Mark</th>
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</table>
| Core          | An Introduction to Clinical Effectiveness (NUR-40039) | The last decade has seen an increasing emphasis laid on evidence based practice within healthcare in the NHS. The implication is that health care practitioners should have the ability to formulate key clinical questions relevant to their practice, search the literature, and be able to appraise published literature for its quality and relevance to their practice. This module will provide the student with an understanding of the fundamental concepts of clinical effectiveness. With this in mind, there will be some exploration of wider aspects of research, such as the potential of different research methods, ethical considerations in research, and some relevant statistical principles. Students will develop skills in undertaking a literature research, appraising evidence and will gain practical insight into the research processes underpinning clinical effectiveness.  

*Specific entrance requirements apply.* | Semester 1  
Year 1 | Level 7 | 15 Credits | 50% |
| Core          | Physical Assessment in Rheumatology Practice 1 (NUR-40044) | Many health Care Practitioners are involved in conducting their own clinics for patients with Rheumatoid Arthritis. This module will provide the student with the knowledge and skills required to undertake a clinical assessment and examination of the shoulder, knee and hand complexes in patients with rheumatological conditions.  

*Specific entrance requirements apply.* | Semester 2  
Year 1 | Level 7 | 15 Credits | 50% |
<table>
<thead>
<tr>
<th>Module Status</th>
<th>Module Title</th>
<th>Pre-requisites and Module Overview</th>
<th>Semester and Year</th>
<th>Level and Credits</th>
<th>Module Pass Mark</th>
</tr>
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<tbody>
<tr>
<td>Core</td>
<td>Drug Therapy in Rheumatology Practice (NUR-40064)</td>
<td>This module is aimed at increasing the student’s knowledge of anti-rheumatic drugs, their side effects and the basis for their use in clinical practice. It will also develop the skills of the students in the interpretation of results of investigations commonly performed in patients taking anti-rheumatic drugs. Specific entrance requirements apply.</td>
<td>Semester 1 &amp; 2</td>
<td>Level 7</td>
<td>30 Credits</td>
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**STRUCTURE OF COURSE (Year 2)**

<table>
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<tr>
<th>Module Status</th>
<th>Module Title</th>
<th>Pre-requisites and Module Overview</th>
<th>Semester and Year</th>
<th>Level and Credits</th>
<th>Module Pass Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>Psychological and Social Aspects of Care (NUR-40040)</td>
<td>This module will examine the effects that musculoskeletal conditions can have on psychological and social functioning. The intention of the module is to enable the student to develop a theoretical understanding and practical application of the management of the patients’ psycho-social problems within the clinical setting. Specific entrance requirements apply.</td>
<td>Semester 1</td>
<td>Level 7</td>
<td>15 Credits</td>
</tr>
<tr>
<td>Core</td>
<td>Clinical Leadership (NUR-40042)</td>
<td>Many healthcare practitioners will have developed complex clinical skills but not undertaken any specific leadership training. This module will enable exploration of the evidence base that promotes effective clinical leadership whilst developing the practical skills required to lead a clinical team.</td>
<td>Semester 3</td>
<td>Level 7</td>
<td>15 Credits</td>
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<tr>
<td>Optiona l Core</td>
<td>Physical Assessment in Rheumatology Practice 2 (NUR-40038)</td>
<td>Many Health Care Practitioners are involved in conducting their own clinics for patients with rheumatoid arthritis. This module will provide the student with the knowledge and skills required to undertake a clinical assessment and examination of the spine, pelvis and feet.</td>
<td>Semester 3</td>
<td>Year 2</td>
<td>Level 7</td>
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<tr>
<td>Core</td>
<td>Principles and Practice of Joint and Soft Tissue Injection. (PTY-40015)</td>
<td>Many Health Care Practitioners are involved in conducting their own clinics for people with a musculoskeletal condition. This module will provide the student with the knowledge and skills required for soft tissue and intra articular injections.</td>
<td>Semester 3</td>
<td>Year 2</td>
<td>Level 7</td>
</tr>
<tr>
<td>Core</td>
<td>Research for Health Professionals (NUR-40043)</td>
<td>Most clinical rheumatology and musculoskeletal health practitioners have limited experience in research. This module will enable the student to examine the processes involved in designing a research proposal. The module will also provide the opportunity to examine outcome measures and their relevance to clinical practice.</td>
<td>Semester 3</td>
<td>Year 2</td>
<td>Level 7</td>
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</table>
STRUCTURE OF COURSE (Year 3)

<table>
<thead>
<tr>
<th>Module Status</th>
<th>Module Title</th>
<th>Pre-requisites and Module Overview</th>
<th>Semester and Year</th>
<th>Level and Credits</th>
<th>Module Pass Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dissertation (NUR-40019)</td>
<td>The Dissertation year is the test of the Master’s degree standard. The purpose of the Dissertation is to contribute substantially to the research training aim that is appropriate to a Master’s programme. To achieve this aim the student is required to demonstrate an understanding of the philosophy and principles of research (empirical or non-empirical) and show competence in the design, execution and reporting of a practice based project, service evaluation or original research.</td>
<td>Year 3 Semester 1, 2 &amp; 3.</td>
<td>Level 7 60 Credits in total</td>
<td>50%</td>
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</table>

This modular part-time programme, consists of 180 credits of level 7 modules, and the students will be able to select a combination of core and elective modules up to the value of 120 credits and 60 credits at dissertation to give a total of 180 level 7 credits for the Award (it is permissible to have up to 30 credits at level 6 in accordance with regulation 2A).

In addition, to progress from the Diploma stage to the Masters stage a student must have completed and normally achieved modular marks of ≥50% in all modules, with re-examinations of coursework in no more than 3 modules.

Students progressing through the stages cannot claim intermediate awards nor use the award letters after their names.

4. How is the Programme assessed?

The methods of assessment used throughout the programme will be suitable to assess the intended learning outcomes and qualification descriptors, and will ensure their synthesis throughout the programme. Each module on the programme is formally assessed. A range of assessments will be used in the programme, including written assignments, presentations, OSCEs, clinical scenarios and a research dissertation. A combination of assessment methods is employed in order to ensure validity and reliability of assessment and to motivate learning. Examiners are blinded to the student’s identity for the marking of written work.

The Faculty policy for postgraduate assessments is that word counts are absolute; an assignment over the word count leads to capping at 50%. The assignment will be marked as a first submission—but capped. All words are included in the word count (including those in tables, figures, in-text references etc); other than the title of the assignment and the reference list. Special alternative provision can be made on an assignment-specific basis for assignments where this may not be appropriate (e.g. portfolios that require the inclusion of a large amount of supporting material) appendices will be excluded.
5. What are the typical admission requirements for the programme?

The programme is designed for experienced health and social care practitioners, involved in leading and developing Rheumatological and/or Musculoskeletal practice. All students who have applied and meet the entry requirements will have a telephone interview with the Programme Lead.

Potential/prospective students will normally:

Hold current first level Professional Registration with a relevant regulatory body e.g. Nursing and Midwifery Council (NMC); Health Professional Council (HPC); General Social Care Council (GSCC).

Be working in clinical practice. Some potential/prospective students may be Managers within a musculoskeletal setting.

Hold an undergraduate second class honours degree or higher in a related subject with minimum of two years experience in professional practice.

Practitioners with extensive practice experience and no formal undergraduate degree will be considered for entry on the basis of evidence presented within their professional portfolio and discussion at interview.

Accreditation of Prior Learning (APL)

Accreditation of prior certificated learning (APCL) and accreditation of prior experiential learning (APEL) will be permitted along the following lines. APCL will be allowed where a module has been completed prior to registering on the MSc, whose content and learning objectives are equivalent to those of a module within the MSc. These credits must have been earned sufficiently recently that they are deemed to be ‘current’ (which will be judged in relation to the subject matter and disciplinary context, but will normally be no more than 5 years). The module offered for APCL must have a credit rating at least as large as that of the Keele module against which it is offered, and the maximum credit value that can be contributed by an individual module offered for APCL is the credit rating of the Keele module against which it is offered.

Through a similar process, and subject to the Director of LBR’s approval, students may apply for accreditation in respect of modules that they may wish to undertake at other HEIs during their registration on the MSc; such accreditation cannot normally be given in respect of core modules within the MSc.

APEL will be determined through the submission of a portfolio of experiential work, which will be assessed, and must similarly be offered against one or more specific modules in the MSc. The credit rating of the portfolio, which will be confirmed during the process of assessment, must be at least as large as that of the Keele module against which it is offered. Where a single portfolio of work is offered against more than one module, it must explicitly address the learning objectives of the modules concerned.

Whilst APCL/APEL is normally granted against a specific module in the Keele framework, if no such module exists within the framework APCL/APEL may still be permitted if the module or portfolio submitted meets level 7 learning objectives and the philosophy of this programme.

A fee will be charged for both APCL and APEL to reflect the administrative and assessment work required; in the case of APEL this may be up to the full fee for the module against which accreditation is sought.

Extent of APL Permissible

Within this programme the maximum permissible APL credits are:
Postgraduate Diploma or Degree: 60 Credits

APCL and APEL are not possible within the MSc dissertation stage.

If, prior to registering on a programme, a student has taken one or more Keele modules that are specified modules on the programme, accreditation of these modules will not normally count towards the maximum permissible APCL.

Normally, no more than 25% of the credits with which a student wishes to gain an award can be contributed through accreditation of modules undertaken at other HEIs during registration on the Keele framework. Credits that have formed part of a previous award outside this MSc programme (either through APCL or through the modules offered within that award) cannot normally be used again in respect of an award in this framework.

The student will be referred to the school APL process.

6. How are students supported on the programme?

Primarily the Programme Lead will provide academic support for the student, and conjointly establish the outcomes of the programme agreement plan and guidance on the available taught modules selected during the academic year. The student has an important role in liaising closely with all partners involved in the programme. Module Leaders will provide additional support within the taught modules. An informal local mentors is encouraged who will provide support within the practice area.

The Programme Lead will also provide pastoral support for registered students. The Programme Lead and Module Leader will meet students individually at scheduled times (minimum of once per Module) and will be contactable by email, phone or via the Keele Learning Environment. The University has a range of support services which are detailed on the Keele Website.

Below is a diagram (Figure 6.1) which indicates the full range of student support structures, showing the personal tutor playing a central, pivotal role.

**Figure 6.1: Student Support Structures**
7. Learning Resources

The student will have access to the Library and IT Services on the Main Keele Campus and also at the Clinical Education Centre [CEC].

Keele University Library: [http://www.keele.ac.uk/depts/li/info/](http://www.keele.ac.uk/depts/li/info/)

Library information

The Library operates from two sites; the Campus Library which also houses IT Services and the Health Library in the Clinical Education Centre at the Royal Stoke University Hospital NHS Trust. The Health Library is available to everyone who works for or with the NHS in North Staffordshire, all students and staff of Keele University and others with a need for health information. Most of the links below relate mainly to the Campus Library.

Students will be given a Programme Handbook and a specific Module Handbook as relevant to their studies.

8. Other learning opportunities

Students may be able to negotiate an appropriate elective module with an external institution either nationally or internationally. This will be discussed and confirmed with the Programme Lead/APL Co-ordinator.

Learning is enhanced by the provision of an inter-professional learning environment. A blended learning approach is utilised including Keele Learning Environment (KLE) delivered by a combination of classroom and web based activities and resources.

9. Quality management and enhancement

The School of Nursing and Midwifery Postgraduate Course Committee will be responsible for managing and monitoring the Programme. The Postgraduate Course Committee is responsible to the School of Nursing and Midwifery Learning and Teaching Committee, which in turn is responsible to the School Executive Committee. Student feedback and evaluation will be gathered and considered in various ways, e.g. at the end of each module; through on-line questionnaires; and open forum for evaluative discussion with Programme / Module Leaders. Such evaluation is analysed and the results and freehand student comments, i.e. quantitative and qualitative data, are discussed at the twice yearly meetings of the Postgraduate Course Committee. The Committee responds to the evaluations and takes appropriate action. The results of student evaluation, and the responses to it, are regularly brought to the Staff/Student Liaison Committee, as required by the Keele University Quality Assurance office. The Staff/Student Liaison Committee reports directly to the Learning and Teaching Committee of the School of Nursing and Midwifery. The School also participates within the national Postgraduate taught experience survey (PTES) were information gathered assists the team to demonstrate the quality of postgraduate degree programmes.

As required by the Keele University Quality and Standards Procedures, the annual review of the course includes reports for all modules which form part of the course; the outcome of student evaluation of any of the modules forming part of the course which have been evaluated in the year under review; relevant statistical information, including student progression and mark distribution; first-destination statistics; admissions data; external examiners' reports; and reports of internal quality audits or external reviews. These annual reviews are sent to the Assessment Group and the Learning and Teaching Committee of the School of Nursing and Midwifery. These meetings feed into institutional quality audits and other quality enhancement processes e.g., the Quality Assurance Agency for Higher Education, and Keele University's Curriculum Annual Review and Development (CARD) process. The School of Nursing and Midwifery has regular quality monitoring inspections by the Relevant Professional bodies and the Quality Assurance team at Keele. Additionally, evaluative feedback will be available to the external stakeholders.
The management team for the programme are:

- The Director of Postgraduate Studies;
- The Director of Learning and Teaching
- The Programme Lead;
- School Examination & Assessment Lead
- Identified Module Leaders;
- Student representative
- Lead clinician representative
- External examiners
- User/Carer Representatives

10. The principles of programme design

This nationally unique programme, recognised by the professional body, focuses upon the need for driving forward expert practice and the professional role development of the practitioner, underpinned by higher academic study. The programme has distinctive features such as inter-professional learning, tripartite collaboration and assessment. The programme offers an intellectual challenge, and importantly reflects health and social care reforms, and breaking the boundaries of inter-professional roles and organisations in professional practice. In addition to reflecting the interface of care [for example, primary and secondary, health and social, voluntary and private sector] and the challenges in sustaining a person centred approach. Work-based learning which utilises a blended learning approach will be incorporated into this programme as offering a stimulating, exciting and challenging approach to programme delivery. For many practitioners work-based learning is already a vital and legitimate mode for their learning.

The School of Nursing & Midwifery embraces the University’s Learning and Teaching Strategy and further addresses specific learning needs of professional practitioners undertaking part time study. Keele Virtual Learning Environment (KLE) will be utilised to support and complement the blended learning approach of the curriculum and the importance of inter-professional learning and Faculty/University Awards.

Students who have completed their first degree in a range of health/social care subjects have expressed a need to develop their academic profile. This programme has been developed in response to stakeholder need within the regional NHS Trusts and we have received full collaborative support for the proposal from our senior partners. This MSc programme meets the needs of professionals, provides personal fulfilment for the experienced practitioner, and is unique to the individual and relevant to professional practice. The MSc programme is flexible, aligned with contemporary policy and practice in health and social care, promotes androgogy and is attractive to employers. Employers are encouraged that this MSc programme meets the needs of their future workforce as it is grounded in service development and evaluations. Senior health care personnel have been actively involved in the Steering Group responsible for developing the programme, and so too has a service user representative been involved in its development.

Service user and carer involvement is a concept that is valued, fully embraced and actively incorporated in to Keele University School of Nursing and Midwifery’s (SNAM) education programmes at all levels of study and research activity. The Department of Health (2013), Nursing and Midwifery Council (NMC) (2010), National Institute for Health and Care Excellence (NICE) Quality Standard (QS) 14 (NICE, 2011) NICE QS 15 (NICE, 2012) and high profile public reports (Cavendish, 2013; Francis, 2013; Keogh, 2013; National Advisory Group on the Safety of Patients in England, 2013; National Voices, 2013; Willis, 2015) reinforce the significance of healthcare professionals having the ability to view care from differing perspectives to promote person-centred care.
You will be expected to conceptualise service user and carer involvement. Demonstration of understanding and determining ways in which you can work collaboratively and confidently with service users to inform person-centred healthcare provision is required; acknowledging differing levels of involvement and ways in which this can be meaningfully achieved. This is to include evidence typically but not exclusively generated by the student’s own mode of study e.g. desk top research /empirical research. The aim of this being to support you in developing in-depth and complex levels of knowledge informed by service user experience to achieve Masters Level attributes of generating original responses to multifaceted and unanticipated problems experienced by individuals in the situation of healthcare. This knowledge aligns to the levels indicated by the Quality Assurance Agency (QAA) (QAA, 2008; QAA, 2010).

11. Programme Version History

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<th>Version History</th>
<th>Date</th>
<th>CHANGES / NOTES</th>
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<td>Date first created (if known)</td>
<td>Written 1998.</td>
<td></td>
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<tr>
<td>Date last reviewed / revised</td>
<td>09 April 2015</td>
<td>Transfer to new Programme Specification Template in readiness for academic year 2015/6</td>
</tr>
<tr>
<td>Last reviewed by</td>
<td>Name: Mel Humphreys &amp; Kim Sargeant</td>
<td>As part of the Extraordinary LTC Review</td>
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<tr>
<td>Date last reviewed / revised</td>
<td>03 August 2016</td>
<td>Minor typographical changes made in conjunction with Award Lead.</td>
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<td>9/11/16</td>
<td>Programme modification for title change resubmitted.</td>
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<td></td>
<td>May 2017</td>
<td>Duration amended</td>
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<td>Date last approved at SLTC</td>
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<tr>
<td>Date last approved at FLTC</td>
<td>29th June 2017</td>
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References


Francis, R (2013) *The Mid Staffordshire NHS Foundation Trust Public Inquiry Final Report*  


